

**Grade 3: South Carolina Studies**  
**Charles Pinckney National Historic Site**

The purpose of this document is to help educators see the relationship between the state learning results and the information presented at this site. The learning result is on the lefts and the connection is on the right.

**I. Time, Continuity, and Change: History**

(3.1) The learner will demonstrate an understanding of the ways individuals, families, and communities live and work together now and in the past. The student should be able to:

(3.1.2) Identify historical resources in the local community.

(3.1.2) This is a national historic site.

(3.2) The learner will demonstrate an understanding of the major developments in the history of South Carolina from the earliest human settlements through Reconstruction. The student should be able to:

(3.2.1) Describe the influence of geography on the history of South Carolina and the local community.

(3.2.1) The coastal plain and wet lands were conducive to farming, especially rice which needs a lot of water.

(3.2.2) Name the indigenous peoples who first lived in South Carolina.

(3.2.2) The Native American tribes of the area are given.

(3.2.4) Explain reasons for the voluntary and involuntary settling of South Carolina by Europeans and Africans.

(3.2.4) Many Europeans came here because of the liberal land policies and freedom of religion except for Roman Catholics. Africans were brought here as a labor force.

(3.2.5) Compare and contrast the lives of European, African, and Native Americans families in South Carolina in colonial times.

(3.2.5) The Pinckney family is an example of wealthy landed gentry with seven plantations. This life style can be compared to the slaves' life style.

(3.2.6) Discuss the cultural contributions of people from various regions of South Carolina.

(3.2.6) The African contributions to our culture are addressed at this site

(3.2.7) State the key events and effects of the Revolutionary War on South Carolina and his or her community.

(3.2.7) Pinckney family members participated in the Revolution and became prisoners of war. Charles Pinckney and a cousin were delegates to the Constitutional Convention, and signed it.

(3.2.8) Discuss the development of slavery in South Carolina and its impact on the state.

(3.2.8) The Pinckney farm used slave labor for their rice production. Without the Africans knowledge of growing this crop, the Pinckneys wouldn't have had rice as a cash crop.

(3.2.9) Compare and contrast the various life styles of people during the Antebellum Period.

(3.2.9) Compare the landed gentry with the life of a slave.

**II. Power, Authority, and Governance:**  
**Government/Political Science**

(3.5.) The learner will demonstrate an understanding of government, its origins, and functions, including civic life and politics.

The student should be able to:

(3.5.1) Discuss necessity and purposes of government.

(3.5.1) The Articles of Confederation weren't sufficient to run a country, so delegates from the new states met to write a constitution so the common good could be met as fairly as possible.

(3.6) The learner will demonstrate an understanding of the role of the United States Constitution in South Carolina and its government. The student should be able to:

(3.6.1) Identify the three branches of state government and describe their functions.

(3.6.1) Charles Pinckney was a representative to the General Assembly and he was the governor of the state.

(3.7) The learner will demonstrate an understanding of the role of the citizen in South Carolina, including personal and civic rights and responsibilities. The student should be able to:

(3.7.1) Explain the importance of political leadership and public service in school, community, state and nation

(3.7.1) The Pinckneys were public servants in that they were involved with the politics of the day.

(3.8) The learner will demonstrate an understanding of the heritage of South Carolina. The student should be able to:

(3.8.1) Discuss folklore and other cultural contributions from various regions of South Carolina and how they help form a state's heritage.

(3.8.1) The Gullahs contributed to the vocabulary of the South, many cooking styles and foods, as well as the sweet grass weavings.

### **III. People, Places and Environments: Geography**

(3.9) The learner will demonstrate an understanding of the world in spatial terms. The student should be able to:

(3.9.2) Use maps, globes, graphs, diagrams and photographs to analyze the location and spatial distribution of physical and cultural features in South Carolina.

(3.9.2) There are visual aids at this site to address this learning result: maps, plats, a farm inventory list, and photographs. Archeological digs were done so the information about that in the house can be used to find the locations outside.

(3.10) The learner will demonstrate an understanding of places and regions. The student should be able to:

(3.10.1) Identify physical characteristics (e.g. landforms, river systems, climate regions) and the natural resources in South Carolina and their relationship to economic activities.

(3.10.1) This was a farm located on the coastal plain with marshes, as well as mixed forest. Rice was grown in the swamp area; some crops on the higher land, and the forests were used for lumber and naval stores.

(3.10.2) Discuss the location and distribution of human characteristics (e.g. population, land use, transportation and communication systems) and political units in South Carolina.

(3.10.2) Plantations were located on rivers so the crops could be easily shipped to other locations at home or overseas. As plantations increased in number or size, more slaves were brought to this area.

(3.10.4) Describe how physical and human processes work together to shape places and regions in South Carolina.

(3.10.4) People settled where they could survive, having food, clothing, and shelter. These could be obtained from the natural resources, which could also provide materials for a business. The lowlands provided the climate, and right landforms for growing rice. Good harbors, such as Charleston, were prized for trade. The use of rivers enabled places far inland to reach the coast. Populations moved from the mouth of a river towards its source.

(3.10.6) Discuss how the physical and human characteristics of places and regions of South Carolina change over time.

(3.10.6) The children can compare the lives represented at this site with the way their lives are today.

(3.11) The learner will demonstrate an understanding of the role of human systems in South Carolina. The student should be able to:

(3.11.1) Discuss the patterns and types of migration as they affect the environment, agriculture, settlement, economic development, and population change in South Carolina.

(3.11.1) People migrated from the Caribbean to South Carolina because the climate was similar for farming. The swamp areas were "reshaped" to be rice fields. This in turn needed slave labor. Africans had

farming and boating skills that were needed. As rice became a more important cash crop, more land was used for growing it and more slaves were needed to work them. Consequently, the African population outnumbered the white population for many years

- (3.12) The learner will demonstrate an understanding of interactions between the environment and society. The student should be able to:
- (3.12.1) Identify ways in which people modify the physical environment.
  - (3.12.2) Explain how the environment can both accommodate and be endangered by human activities.

- (3.12.1) The swamps were altered so they could be used for rice fields.
- (3.12.2) The above shows the accommodation. Look at the Snee Farm now, and think about how all the housing has endangered the environment. Consider the change of water flow patterns, wild life habitats, and loss of forest lands.

#### **IV. Production, Distribution, and Consumption:**

##### **Economic**

- (3.13) The learner will demonstrate an understanding of how scarcity and choice impact activity in South Carolina. The student should be able to:
- (3.13.2) Give examples of resources needed to make a specific product.
- (3.16) The learner will demonstrate and understanding of the principles of trade and economic development. The student should be able to:
- (3.16.1) Define importing and exporting and give an example of each.
  - (3.16.2) Give examples of interdependence among nations and regions.

- (3.13.2) The mixed forest land here contributed to lumber as well as naval stores.
- (3.16.1) During the Pinckney's time, they imported their furniture and other household items that were made in Europe. These fit their English gentry background. Meanwhile, the Snee Farm would export its rice and indigo.
- (3.16.2) At the time of the Pinckney's residence, many countries in Europe wanted rice, so South Carolina provided it to the world as well as other parts of this country. Sugar cane from the Caribbean would be shipped to this country for colonial consumption. This area depended on the slave traffic for a labor force.